



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## THE DORCHESTER EXPERIMENT IN VOCATIONAL LATIN: A REPORT OF PROGRESS<sup>1</sup>

---

BY ALBERT S. PERKINS  
Dorchester High School, Boston

---

During the last few years one idea has come to the front in the educational world, and today occupies the center of the stage; that idea is embodied in the word "vocational." From the kindergarten through the high school, intelligent teachers, in general, and vocational counselors, in particular, are expected and required, not only to study the tendencies of the adolescent mind, but to note its possibilities, and in the most effective way to prepare it for that calling in life for which it seems best fitted. As a result, both in the vocational school and in the high school and college, marked emphasis is placed on the practical, and any study which does not appear to have a direct bearing on the calling which lies beyond is looked upon with suspicion, or even contempt. "I intend to be a business man," exclaims the callow high school youth. "Why should I study algebra, or science, or Latin?" Unfortunately, in deciding the momentous question of what studies to take, only too often the parent plays no part, except, perhaps, to write a letter, insisting that the boy avoid the cultural subject and take one which he thinks, or pretends to think, prepares directly for the future vocation. Strangely enough it happens, not unfrequently, that educated men, who might be expected to stand firm, or at least to speak a good word for the classics, are among the first to give way. "I wasted six years of my life on Latin and Greek," exclaimed an intelligent and refined man to me not long ago, "and I am determined that my boy shall not repeat the mistake."<sup>2</sup>

<sup>1</sup> Read before the annual meeting of the Classical Association of New England, 1916.

<sup>2</sup> Also note the following from the *Boston Transcript*, March 29, 1916, p. 32: "Greek has passed away, though Latin lingers moribund" (report to Finance Commission).

In such an atmosphere, it is not strange that classical teachers should take it for granted, or even admit, that their studies, the time-honored Greek and Latin, are not practical in the sense of being vocational. Thus it happens that we have given way and, perhaps, without realizing the consequences, have fallen back on a second line of defense. "Greek and Latin may not have a direct bearing upon the future calling," we say, "but these studies do train the mind as no practical subject can, thus giving the future man of affairs superior power to solve the complicated problems which await him." In proof of this contention long tables of statistics are presented, showing beyond question that classical students, who later specialized in something else, have done better work in the second field than those who specialized in it from the beginning. The weak point in the argument is the fact—for I fear it is a fact—that the classical people were superior to the non-classical in natural ability, and would have outdistanced them, even if they had never studied Greek or Latin. But this is not all. Of late we have been confronted by a startling educational dictum, originating with the Herbartians, and confirmed, it is claimed, in the psychological laboratory, to the effect that mental power acquired in one field cannot be transferred to a second and different field, unless there are identical factors. A man, for example, by mastering Latin forms, syntax, and vocabulary, acquires mental power for interpreting Latin literature, but, according to modern psychology, such power cannot be transformed into the kind of intellectual force required for mastering the problems of organic chemistry, we will say, or for understanding the theory of waves in the electromagnetic ether, or for interpreting the complicated phenomena of the business world.

If these conclusions with reference to formal discipline are sound, it is time that classical men should look around for a third line of defense. For one, however, I am tired of so much retreating. How would it do to give up defensive tactics entirely and try a drive at the one weak place in the opposing lines? Strangely enough, this vulnerable point is of the enemy's own choosing, namely, where the vocational idea appears so strongly entrenched. To drop the figure, would it not be well to see if we cannot demon-

strate that Latin in the truest sense is vocational?<sup>1</sup> that of all studies which a boy or girl may take in high school or in college nothing is really more practical than Latin, and that instead of dropping it from the place it now occupies, we should extend it to the vocational school—and for the simple reason that, in reality, it is a bread-and-butter study, and that it is capable of increasing the earning capacity of our young men and women as few of the so-called vocational studies can? For is it not a fact that no educational course, even when it seems most practical, is complete and truly vocational if it fails to train in English vocabulary building? Now, in the Dorchester High School we think we have demonstrated that English vocabulary building can be taught in no way more effectively than through the study of Latin. It is of the progress we have made in this vocabulary Latin or vocational Latin which I am here today to tell you about.

Perhaps, first of all, I should give you the history of the Dorchester experiment, even at the expense of repeating what I have said before in two earlier papers.<sup>2</sup> About five years ago, Mr. W. L. Anderson, head of the commercial department in the Dorchester High School, with the unanimous approval of the teachers in the department, asked that Latin be placed in the commercial course, on the ground that through the study of this language English vocabulary could be most effectively taught. As a matter of fact, Mr. Anderson had found, from the actual experience of his pupils, that, next to a knowledge of the commercial branches themselves, there could be no stronger asset for a high-school graduate, either in getting a position at the start, or in securing promotion later, than a thorough mastery of English vocabulary; while, on the other hand, lack of English vocabulary was an obstacle well-nigh insuperable.

So it came about that Latin was made an elective in the commercial department, and in the fall of 1911 we began the two years' course, modestly enough, with but one section of about forty

<sup>1</sup> See *Classical Journal*, October, 1914, pp. 7-8.

<sup>2</sup> "Latin as a Practical Study," *Classical Journal*, VIII, No. 7 (April, 1913); and "Latin as a Vocational Study in the Commercial Course," *Classical Journal*, X, No. 1 (October, 1914).

pupils. Last year interest in the subject had increased to such a degree that there were seven sections in the school, consisting of nearly 275 pupils.

At this point I am glad to state that the movement has spread to other Boston high schools. A year ago a vocational Latin class of selected pupils of the commercial department was established in the West Roxbury High School. This year there are two sections. A few months ago, in the South Boston High School, Miss Clara W. Barnes, head of the department of ancient languages, established three classes of vocational Latin, consisting not of first-year pupils, as in Dorchester, but of upper-class students. I am watching the experiment with no little interest. To me the most surprising development of the idea has taken place in the Roxbury High School. Here all first-year commercial pupils, eight sections in all, are required to take vocational Latin. Of course, there were not enough Latin teachers in the school for so many new classes; consequently the work was given over to the French department. Fortunately Miss Mary T. Laughlin, head of the department of modern languages, is an excellent classical scholar. One feature of the Roxbury experiment may lead to interesting developments: the Latin side of the subject is being presented largely from the conversational point of view.

With reference to interest in vocational Latin outside of Boston, I am constantly in receipt of letters of inquiry. I have already more than a hundred, and they come not only from New England and the Middle States, as might be expected, but from such widely separated localities as places in Idaho, Colorado, Washington, Oregon, Kansas, Iowa, Minnesota, Illinois, Mississippi, North Carolina, the cities of Louisville, Baltimore, and Richmond, and even from Canada. Strangely enough a few months ago a letter arrived from Sydney, Australia, asking for details with reference to the "innovation of the course in commercial Latin." I am glad to state, also, that interest in the subject, in some cases at least, does not stop with letters of inquiry. Since the beginning of the present school year, I have been informed that in no less than six of these cases Latin has already been placed in the high school commercial course. Only a few days ago word came that "a two

years' course in Latin is being planned by the course of study committee in Columbus, Ohio, for the High School of Commerce, following the lines of the two articles in the *Classical Journal*," to which I have previously referred. Nor is this all. In Rochester, New York, the excellent work of Dr. Gray in this field has already attracted wide attention. Encouraging words, also, have come from Miss Myra Hanson, of Toledo, who has taken up the work with no little enthusiasm and success. Another firm believer in the vocational side of Latin is Miss Frances Sabin, of the normal department of the University of Wisconsin, who is instructing her prospective teachers how to impart English vocabulary through the Latin in a scientific as well as in a practical way.

In the University of Pittsburgh, also, the English derivative idea has taken firm root. In fact, Dr. Ullman, head of the department of Latin, tells me that he has found from experience in the classroom, both at Pittsburgh and in the summer school of the University of Chicago, that association of English derivative with Latin original tends to do away with the *dictionary habit*—an evil, in the opinion of many, even more serious than the use of a translation. Dr. Ullman's method of procedure with an unknown Latin word is of interest: first the student tries to think of an English derivative; if unsuccessful, he endeavors to associate a kindred Latin word with the one being studied; and then, as a last resort, falls back on the context. After testing this method for several months, I agree with Dr. Ullman that in a great majority of cases the English derivative, even when its present definition has departed perceptibly from the Latin, will suggest the meaning of the unknown Latin word.

But I must not dwell too long on this phase of my subject, for I am here today, not so much to inform you how widespread the vocabulary building idea may have become, but rather to outline briefly just what we have accomplished in Dorchester. In the first place, I desire to refer to the starting-point of all our work, the Latin word-list. This has been built up by selecting the Latin words leading to English derivatives from the vocabularies of authors commonly read for admission to college: Cicero, twelve or thirteen orations; Caesar, *Gallic War*; Nepos; Ovid; the

vocabulary of the complete works of Vergil; and such words from the vocabulary of the younger Pliny, Catullus, Tibullus, Plautus, and Horace as are found in Greenough, D'Ooge, and Daniell's *Second Year Latin*. Many other Latin words I have obtained by reading commercial textbooks, English spellers and rhetorics, and various works of English literature, and tracing derivatives back to their Latin originals. Among the English works which I have scoured in my search for Latin words are the following: Tennyson's *In Memoriam*, *Death of Arthur*, *Princess*, *Idylls of the King*; Shakespeare's *Macbeth*, *Hamlet*, and *Julius Caesar*; Milton's *Shorter Poems* and *Paradise Lost*; Caryle's *Essay on Burns*, *Hero Worship*, and *Sartor Resartus*; Burke's *Speech on Conciliation*; *Silas Marner*; Franklin's *Autobiography*; Webster's *Speeches*; textbooks in commercial law, commercial geography, history of commerce, and other commercial subjects, and, lately, works of Walter Pater and De Quincey, and Cardinal Newman's *Sermons* and *Apologia prō meā vitā*. Of course, the list is not complete. But thus far I have culled 1,107 Latin roots, which lead, perhaps, to the most important words in the English language. Of these 1,107 Latin words, or collections of Latin words, some yield only a few derivatives, while others, as *stō* and *faciō* (without counting the suffix *-fy*), give nearly 200.

The derivatives and definitions were obtained partly from Webster's *Secondary School Dictionary*, the book used by pupils in the Latin class, but mostly from the revised *Century*. For Latin etymology I have used Dr. Walde's "Etymological Dictionary" (*Lateinisches etymologisches Wörterbuch* [Heidelberg: Carl Winter's Universitäts Buchhandlung, 1910]), which I was fortunate in ordering just before the war broke out.

The first year of the course is for the most part taken up with the word-list. Upon this as a basis I have prepared, with no little care as to detail, a series of sixty exercises. Words are selected for vocabularies, and sentences made, both Latin into English and English into Latin, which the pupils translate, as in the ordinary beginners' books. Of course, also, forms must be mastered and principles of syntax made familiar. The distinctive feature of the lessons, however, is the work with English deri-

vation. Whenever a Latin word is met which yields English derivatives—and most of the words are of this character, since practically all of them are taken from the word-list—the pupil records it in his index book, together with the page in the derivative notebook to which he assigns it. Here he also records it, and below, with the parts of speech and definitions, places as many English derivatives as he is able to find in Webster's *Secondary School Dictionary*, which is furnished each student. The index book is obtained at the Woolworth Stores for the modest sum of one cent. The derivative notebook, about  $7 \times 8\frac{1}{2}$  inches, which is furnished by the city, contains 80–100 pages, and costs about ten cents.

After the class has had some experience in associating English derivatives with Latin originals, prefixes,<sup>1</sup> usually in the form of prepositions, are gradually given, and about Thanksgiving time complete lists, which I have had printed on the multigraph, are pasted on the inside of the cover of the derivative notebook. From this time on the pupil is expected to test all Latin roots he meets with these prefixes, taken in alphabetical order, and to record the derivatives. In the case of a verb, this is done with both the present and the supine stem. On each page of the notebook, about an inch and a half from the left, a line is drawn in red ink. The Latin word with its meaning is placed to the right of this line and all derivatives, with the parts of speech, below to the left, with definitions on the same line at the right. To illustrate what I mean, I will show a sample page (p. 138) of a pupil's derivative notebook, taking the verb *quatiō, quassum* (in composition *-cutiō, -cussum*), "shake." This word is met in September of the second year, when the class reads the *Haunted House*. Both the simple verb and the compound, *concutiō*, occur in this letter of Pliny.

As time goes on we try to associate as many kindred Latin words as possible, and thus bring together English derivatives which have running through them a common meaning. Thus,

<sup>1</sup>Prefixes.—*a* or *ab* or *abs*, *ad*, *am* or *amb*, *ante*, *anti*, *bi* or *bis*, *circum*, *cis*, *con*, *contra* or *counter*, *de*, *di* or *dis*, *e* or *ex*, *en*, *extra*, *in* or *un* (not), *in*, *infra*, *inter*, *intra*, *intro*, *iuxta*, *non*, *ob*, *per*, *post*, *prae*, *praeter*, *pro*, *re*, *retro*, *se* or *sed*, *sine*, *sub*, *subter*, *super* or *sur*, *trans*, *ultra*.



in the case of *stō*, we consider not only the two stems, or bases, of the word itself, but also *sistō*, *statuō*, and *statūtus*. I would state, in passing, that special care is taken not to confuse the boys and girls with technical definitions of *stem*, *base*, or *root*, but to teach

# SAMPLE PAGE OF PUPIL'S DERIVATIVE NOTEBOOK

## QUATIŌ, QUASSUM (IN COMPOSITION, -CUTIŌ, -CUSSUM), "SHAKE"

Quash, v.,	to beat down or in pieces, to crush, put an end to
Quassation, n.,	the act of shaking, or the state of being shaken
Quassative, a.,	tremulous, easily shaken
Concussion, n.,	the act of shaking or agitating, especially by the stroke or impact of another body, state of being shaken, the shock caused by two bodies coming suddenly and violently into collision
Concussive, a.,	having the power or quality of shaking by sudden or violent stroke or impulse
Concutient, a.,	coming suddenly into collision, colliding
Discuss, v.,	agitate, debate, reason upon
Discussable, a.,	
Discusser, n.,	
Discussion, n.,	debate, argument about something
Discussional, a.,	of or pertaining to discussion
Discussive, n.,	a medicine that disperses or scatters, a discutient
Discutient, {	dispersing morbid matter
	a medicine or application which disperses a swelling or effusion
Percuss, v.,	to strike against so as to shake or give a shock to
Percussion, n.,	the act of percussing, or the striking of one body against another with some violence, the state of being percussed, the shock produced by the collision of bodies
Percussional, a.,	
Percussive, {	of or pertaining to percussion, or a light sharp stroke,
	striking against something
	in music an instrument of percussion, as the drums
Percussively, adv.,	
Percussor, n.,	one who or that which strikes, an agent or instrument of percussion
Percutient, {	percussive, of or pertaining to percussion
	that which strikes or has the power to strike
Rescue, v.,	(re, ex, -cutiŏ), to liberate, release, free from confinement, danger, or violence or evil
Rescuer, n.,	one who rescues

them to look for English words made up in the same way as the Latin originals, with the endings left off. From the very start pupils are required to compose sentences, both orally and in writing, containing derivatives of the Latin words; they are taught to look for Latin roots in English words they come upon in their school work, or outside reading, and to compare the spelling of derivatives with that of Latin originals. Frequent written tests and dictation exercises are also given. Of course, during the first year we do not require the pupils to study more than about 650 of the 1,107 Latin words in the word-list, nor do we expect them to remember all the derivatives recorded in the notebook. But we do expect them to know the meanings of these Latin words from the word-list, to be familiar with not a few important derivatives, and by all means to have acquired some facility in recognizing Latin roots in English words they meet. Toward the end of the first year, in the commercial classes, simple stories in Collar's *Gradatim* are read, chiefly for practice in sight work, though here, also, a few Latin words leading to English derivatives are found and recorded.

The second year of the course is devoted to reading, and derivatives are noted as the Latin originals are met. In the selection of the Latin to be read, while I have made the derivative side the chief aim, yet I have also endeavored to take the subject-matter into account, with the hope not only of stimulating interest, but, if possible, of creating a sense of literary appreciation.<sup>1</sup>

As I have already stated, during the two years' course pupils have not only recorded derivatives, with parts of speech and definitions, as they have met the Latin originals, but have composed sentences, both orally and in writing, containing derivatives of the Latin words, and have had frequent written tests and dictation exercises. Nor do we stop here. Almost from the beginning we try to train the student to look for Latin roots in the English words he meets in his commercial geography, commercial law, history of commerce, or other school work, or outside reading, and from the Latin words trace the meaning of the English derivatives. Pupils are asked to write down difficult English words, which

<sup>1</sup> *Classical Journal*, October, 1914, pp. 10, 11.

appear to be of Latin origin, whenever they see them, and once every week, during the second year, to bring three such words into the class. Here the words are discussed, their meanings traced, and if any Latin word is found which has not come up before, it is recorded with its derivatives in the notebook, exactly as if it had been met in the authors read. A large number of Latin words included in the word-list are found by the pupils in this way. One of the interesting words we met a year ago this fall, after the war had broken out, was "moratorium." Another word brought into the class for discussion at that time was "exacerbities," which was used by Lord Russell in giving the reasons for the breaking out of hostilities. The pupils derived no little satisfaction in tracing the word through *ex*, *acerbus*, and back to *ācer*, thus taking note of the *sharp*, *bitter* feelings which had grown out of Germany's action in taking Alsace-Lorraine in 1871. As a matter of fact, exacerbity is not found in the *Century Dictionary*, and is an illustration of the tendency to draw upon the Latin, even at the present time, in coining new English words.

Two words brought into class this fall, both found in commercial geography, led to Latin words in the word-list, which the pupils had not met in their reading, namely, "alluvial" and "dentifrice." *Lavō* (*luō*), "wash," and *fricō*, "rub," with a large number of derivatives, were promptly recorded in the notebooks. In order still more effectively to develop the ability to see the Latin in English words, every day each pupil brings into class one English word of Latin origin, to the discussion of which five minutes of the lesson are devoted. To encourage the selection of important derivatives from day to day, students are marked, not for their knowledge of such words, but for their judgment in making the selection.<sup>1</sup>

<sup>1</sup> *Examples of words met in commercial or other school work, or in outside reading, and brought into class for discussion:* saponify, farinaceous, apiary, supraliminal, malleable, dentifrice, impeccable, excerpt, dextrose, levulose, corrugated, herbivora, vitreous, alluvial, antediluvian, alibi, indemnity, segregation, igneous, intramedullary, illicit, litigation, longevity, translucent, (exacerbity), denudation, centrifugal, primogeniture, supernatant, exonerate, impecunious, argentiferous, predatory, eradicate, ramification, derelict, delinquency, salvage, transcendentalism, insidious, somnambulist, intervention.

There is another phase of the work upon which much emphasis is laid, namely, the correlation of the spelling of English derivatives with Latin originals. In hundreds of cases the spelling of English words is determined by that of the Latin words from which they are derived.<sup>1</sup> Take, for example, the word "belligerent," which we have seen so often in the papers during the last year or two. If a boy sees that the first part is from *bellum*, "war," with the two *l*'s, and *ger* of *gerō*, with the next vowel *e*, because of the *e* conjugation, and the *-nt* of the present participle, he should have no trouble in spelling it "bell-i-ger-e-nt." Note that pupils divide words into syllables with reference to the Latin originals. *Animus* is another important Latin word, which I have placed in the lessons early in the first year, together with *aequus* and *magnus*. So at the very beginning we get "equ-animity" and "magn-animity," as well as "ad-equate" and "in-ad-equate." By the way, in connection with *animus* an interesting circumstance occurred some months ago at the time of Mr. Bryan's resignation from the Cabinet. In June one of the boys of the class saw the word "pusillanimous" in the newspapers. He wrote it down at the time, and last fall promptly brought it into class. It is needless to say that all, teachers as well as pupils, experienced no little pleasure in tracing the word from the root *pu-* in the familiar *puer*, the diminutive *l*'s (through *pusillus*), and *animus*.

At this point permit me to say a word in answer to a persistent objection raised by teachers of commercial subjects. "All will admit," they say, "that a good English vocabulary is an invaluable asset for a business man or a business woman, but why wade through the study of Latin to get it? Since so many English words are merely Latin with the endings left off, why not study directly the Latin words themselves—your word-list, if you please—but leave out Latin forms and syntax, and by all means the tedious and painful process of translating?"

<sup>1</sup> *English derivatives; spelling (a few samples)*: immigration, emigration, ossify, capillary, aberration, beneficial, deliquescent, infinite, inflammable, belligerent, laboratory, dilapidated, delegate, malefactor, mammillary, omniscience, associate, solder, annuity, currency, mortgage, annihilation, Mediterranean, putrefy.

In reply to this objection, I may say that it takes only a short experience in teaching vocational Latin to discover that a student, in order to build up his English vocabulary, must accomplish two things: he must first master the meaning of Latin roots, and after that be able to trace derivatives. Now, it is obvious that it is utterly impossible to trace the meaning of derivatives if one does not know what the Latin originals mean. And how can the meaning of Latin roots be fixed in the memory so effectively as by the time-honored practice of translation, with the help of forms and syntax? In fact, is it not virtually impossible to remember the meaning of a Latin root without observing how the different words into which it enters are used in relation to other words in sentences? As well might one try to acquire the English language by committing the dictionary to memory!

Some time ago I made an interesting and, as I think, important discovery, namely, that ability to recognize English derivatives in Latin words is an invaluable aid in reading at sight. Of course, pupils must commit to memory the meanings of a large number of Latin words, especially during the first two years; they must understand Latin syntax and read large amounts of Latin. But when they do all this, they are lamentably weak in ability to read at sight. Now, in the preparation of each lesson, if pupils are taught to proceed as if reading at sight, and in addition are able to associate English derivatives whose meanings they know, with Latin words whose meanings they may not know, I am convinced, after a six months' trial, not only that the sight problem is solved, but that much of the drudgery of preparing a Latin lesson may be avoided. As a result of this conviction, and especially on account of the fact that pupils going to college, of all people, should have a broad and flexible English vocabulary, in the Dorchester High School we have extended the work in English vocabulary through the Latin to the college-preparatory department, and require these classes to begin with the Latin word-list, in the same way as students in the commercial department. Of course, in the commercial sections we emphasize vocabulary building, while in the college-preparatory work we lay just as much stress upon the subject as time will permit.

In conclusion, there are two recommendations which I should like to make: first, that a requirement in English derivatives from the Latin be added to the present requirements for admission to college, but with the proviso that the total amount of time to be devoted to the study of Latin in the preparatory school shall not be increased; and, secondly, that a country-wide series of measurements of Latin and non-Latin pupils be made. With regard to the first recommendation, while leaving details to experts, I should most strongly recommend that pupils present derivative notebooks, like the laboratory notebooks in physics or chemistry, and that an examination be given by the College Entrance Board, to test knowledge of English derivatives from given Latin words, the force of prefixes, the use of English words of Latin origin in sentences composed by the student, and, most important of all, ability to see the Latin in English words, and thus to determine their meaning.

The recommendation for the country-wide measurements was suggested to me last summer by Miss Sabin of the University of Wisconsin, to whom I have previously referred in this paper. Miss Sabin said in effect: "Of course, the measurements<sup>1</sup> made by the English department of the Dorchester High School were valuable, but you can hardly expect them to convince the whole educational world of the superiority of the Latin training. Why, therefore, should we not have a series of measurements that would be convincing, extending from the Lakes to the Gulf, and

• MEASUREMENTS

	AVERAGES	
	Latin	Non-Latin
January and February 1914—	Per Cent	Per Cent
1. Spelling.....	82.5	72.6
2. Use of words in sentences.....	57.5	40.6
3. Definitions and parts of speech.....	69.5	33.3
4. Meaning of words and spelling.....	57.0	27.5
5. Excellence in vocabulary.....	36.0	6.8
June, 1913—		
6. Meaning of words and spelling.....	65.3	12.3
	6)367.80	6)193.1
	61.30	32.18
	32.18	.....
Difference.....	29.12	

from Maine to California, testing groups of Latin and non-Latin pupils, who are of the same ability, of equal numbers, and in the same courses?" That is to say, all over this broad land of ours measure groups of commercial Latin and commercial non-Latin pupils, college-preparatory Latin and college-preparatory non-Latin, general Latin and general non-Latin, college students who have had Latin and college students who have not, but in any school or college always in groups of two, always with the same number of students, and especially always with students of equal ability.

Nor would I confine such measurements to English vocabulary work. Perhaps a method might be devised of measuring the mental power of Latin and non-Latin students, thus throwing further light upon the time-honored theory of formal discipline. In the selection of a committee to take charge of these measurements, care should be taken to choose men of undisputed fairness, disinterestedness, and ability, whose conclusions would be accepted as final by the whole educational world.

As I close, I wish to say in all seriousness, that in my judgment the classics in the public high school are today battling for their very life. Here, in the opinion of many, the issue is to be decided. Just now there is a lull in the conflict—the calm of twilight, say our enemies, a *Götterdämmerung*, soon to be followed by the night which is destined to swallow up in its blackness the mighty gods of Greece and Rome. But the battle is not yet over. We still have ample reserves in the undeniable fact that so large a proportion of our most valuable English words are derived from the Latin. In the battle for good English, also, which is now raging in school and college, and in the business world the country over, there is at the present moment desperate need of reinforcements. But where can reinforcements be found so serviceable and so sturdy as the Greek and Latin of the ages? Finally, in extending the work in Latin to vocational classes, we have the satisfaction of realizing that we confer a genuine benefit upon society when we add to the earning capacity of young men and women in the fierce competition of life by giving them that great and undisputed asset, increased power in the use of the mother-tongue.